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The Kentucky Department of Education's mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.

Superintendent Webcast

The most recent Superintendent Webcast was March 26. The topics included sequestration and a review of legislation passed this session. If you were unable to participate in the webcast, you can access the recording at <http://education.ky.gov/CommOfEd/web/Pages/default.aspx>.

The next superintendents' webcast will be **3-4 p.m. ET April 29**.

ISN Monthly Webcast

The March 11 ISN Webcast has been archived. To find the webcast and accompanying PowerPoint presentation, go to <http://education.ky.gov/school/Pages/ISN-Webcasts.aspx>.

The next webcast is scheduled for 3:30 p.m. ET April 22. The topics for the webcast will include agency updates, KBE update, standards update, CIITS/EDS and K-3 Program Reviews.

Legislative Update

State legislators passed multiple education bills, many of which support the state's efforts to ensure all students graduate high school college and career ready, during the 2013 legislative session, lasting only 30 days. Several of the passed bills also were priorities for the Kentucky Board of Education (KBE). Among them are:

- **[Senate Bill 97](#)**

The bill allows local school districts to adopt a policy to raise compulsory school age attendance from 16 to 18, beginning with the 2015-2016 school year. The policy must apply to all students

residing in the district, even if they attend school in another district under a non-resident contract. Additionally, local school boards must certify to the Kentucky Department of Education (KDE) that their districts have programs and supports in place to meet the needs of students.

If 55 percent (96 of 174 districts) of all Kentucky public school districts adopt a local policy to raise the compulsory attendance, then a statewide mandate raising the compulsory attendance to age 18 for all public school districts will take effect within four years of the 55 percent threshold being met.

- **House Bill 180**

This bill requires KDE to move forward with the creation a new statewide teacher and principal effectiveness system. House Bill 180 – sponsored by state Rep. and House Education Committee Chairman Carl Rollins, D-Midway – requires KDE to have a statewide system of evaluation for all certified personnel in place for use in the 2014-2015 school year.

KDE has been working with dozens of teachers and principals for the past three years to create the system, known as the Professional Growth and Effectiveness System (PGES). The system, which is being field tested in 54 school districts this school year, will be piloted statewide in the 2013-14 school year. As part of its continued development and per **House Bill 180**, KBE will create regulations governing the system.

A list of all education bills that passed is **attached**. Please note, the Attorney General has opined (**OAG 13-005**) that legislation passed during the 2013 Regular Session of the General Assembly, *except for general appropriation measures and those containing emergency or delayed effective date provisions*, will become effective **June 25, 2013**.

If you have questions regarding legislation that passed, please contact Tracy Goff-Herman at tracy.herman@education.ky.gov or at (502) 564-4474, ext. 4815.

Kentucky Board of Education (KBE) Update

At this month's Kentucky Board of Education meeting, the board expressed its unanimous support for the adoption of SB 97 by the General Assembly and acknowledged the extraordinary collaborative effort that took place in getting the bill passed. A resolution passed by the KBE urging local boards of education to adopt policies raising the dropout age is **attached**.

AdvanceKentucky announced a **new cohort** of 10 schools involved in the AP Teacher Training and Incentive Program for 2013-14 school year. That brings total participation to about 42 percent of the high schools in the state. The AdvanceKentucky initiative is designed to increase the number of students taking Advanced Placement (AP) courses and passing AP exams. Based on 2012 AP exams, the percent of AP qualifying scores in Kentucky has increased 86 percent since the inception of the program – more than any other state in the nation.

The board also heard the first reading of:

- **704 KAR 3:303**, which would incorporate the **Next-Generation Science Standards** in the Kentucky Core Academic Standards.

- [702 KAR 1:115](#) adds requirements for annual training in ethics and school finance for district board members. Commissioner Terry Holliday also indicated he would seek legislation that would require minimum competency requirements for local school board members.
- [704 KAR 3:035](#), which would move toward a comprehensive system of professional learning.

During its meeting the board heard updates on:

- new social studies standards that are scheduled for release, revision and approval by the end of 2013 with implementation in the 2014-15 school year
- the Professional Growth and Effectiveness System (PGES); so far, all but four districts have indicated an intent to adopt the statewide system, which will be piloted in all Kentucky school districts in the upcoming school year
- state Gallup Student Poll [results](#)

Unbridled Learning Update

Program Reviews (KDE Proficiency Strategy)

All program review ratings MUST be entered into ASSIST each year for accountability. **June 1** is the **DISTRICT** deadline to submit program reviews to KDE on behalf of its schools. All districts should determine the deadline for schools to submit to the district level for external review by the district.

CIITS Update (KDE Proficiency Strategy)

PD 360 Video Support for STEM: STEM education in Kentucky refers to the interdisciplinary teaching and learning of science, technology, engineering and mathematics from preschool through post-secondary and develops a level of rigor sufficient to produce creative critical thinkers and innovative problem solvers who can thrive and adapt in a global economy.

Did you know you can access STEM-related video clips in PD 360? Just log in to CIITS, click on the School Improvement Network logo, click PD Videos, click Search and type STEM in the Search box. This will bring up 31 video clips you can use to support STEM connections and learning. Check out the clips to learn more about STEM-related connections and continue to promote this area of support with school districts. CIITS is designed as a resource for improving instructional practice. Contact [Joe McCowan](#) at joseph.mccowan@education.ky.gov for additional information.

College and Career Readiness Plan Update

Advanced Placement (KDE CCR Strategy)

Changes are coming in the AP Curriculum. Revisions will be made for the 2013-2014 school year to AP Chemistry and AP Spanish Language and Culture. Due to these revisions, all teachers of these courses will need to submit a new syllabus and course audit form based on the current course requirements. More information can be found at <http://advancesinap.collegeboard.org/>.

For the 2014-2015 school year, AP Physics B will undergo a major change. Physics B will now be two separate full-year courses. There will be no recommended prerequisite for AP Physics 1, and AP Physics 1 will be the prerequisite for AP Physics 2. AP Physics C will remain unchanged. Likewise, AP U.S. History

also will undergo significant changes that now will offer teachers the flexibility to focus on specific historical topics, events and issues in depth. More information can be found at <http://advancesinap.collegeboard.org/>.

Transitional Intervention Materials – SREB/KDE partnership

Kentucky has been partnering with the Southern Regional Educational Board (SREB) on transitional intervention material since early 2009. SREB helped fund development of the first high school transitional courses and later helped fund the work sessions for the EXPLORE courses. You can find the transitional intervention curriculum for ACT and EXPLORE at the KDE website at <http://education.ky.gov/educational/int/hscf/Pages/default.aspx>.

For the high school, there are pre and post assessments available to help analyze a student's readiness and skill attainment. If you have additional questions about the mathematics assessments, e-mail Amy Patterson at amy.patterson@education.ky.gov. If you have additional questions about the reading assessments, e-mail April Pieper at april.pieper@education.ky.gov.

Assessments for the EXPLORE course will be available by this summer and available for teachers to use during the next school year. Kentucky's transitional intervention curriculum is intended to address the minimum graduation requirements and assist with any student who does not meet benchmark scores.

In a multi-state collaboration, Kentucky is working with SREB on the design of full course modules in reading and mathematics that SREB hopes to present in an online format. These SREB courses target students who are one to four points (approximately) from benchmark and students who already are likely to attend college but have not yet met the ACT benchmarks that would keep them out of developmental or remedial education at the post-secondary campus. The SREB courses are being piloted in seven different states, including Kentucky. Feedback from the pilot will result in revisions this spring. Courses could be ready for schools/districts this coming year.

SREB's recent publication on transitional courses, and what various states are doing to meet the demands of college and career readiness, can be found at http://publications.sreb.org/2013/013_Ess_Elem_Tran_CoursesW.pdf.

NKU/EKU Partnership

KDE has long partnered with both Northern Kentucky University (NKU) and Eastern Kentucky University (EKU) on their transitional course programs. For more information on the NKU program, please contact [Dr. Steve Newman](#) at (859) 572-5332. For more information on the ECU mathematics program, please contact [Dr. Robert Thomas](#) at (859) 622-2964.

Assessment and Accountability System

Writing for Grades 3-8, 10 and 11

Extended response and short answer continue to be in school and district accountability for grades 3-8, as do Writing On-Demand for grades 10 and 11.

Matrices Items Removed from Algebra II Scores

The official mathematics standards adopted by the Kentucky Board of Education, the Kentucky Core Academic Standards (KCAS), include matrices. However, the ACT QualityCore Algebra II Blueprint, as communicated with all Kentucky school districts at the beginning of the 2012-13 school year, did not include matrices as an assessed area. Since the Algebra II assessment is included in both student and school accountability and has the potential to negatively affect both, the Kentucky Department of Education has worked with ACT Inc. to remove the impact of the matrices items from the student and school scores.

As a result of removing the matrices items, previous student scores from the Algebra II assessment taken this year (2012-13) may have changed. These scores have been updated in the Vantage system and will be used in school accountability. **Attached** is a list of the school districts that have at least one student whose score has been updated to reflect the change. Some scores were positively affected, some scores were negatively affected. School staff may decide how to use the new scores in students' grades.

Matrices items will be included on the Algebra II assessment but will not be included in the student and school scores for the 2012-13 school year. In the April/May and June/July windows, no scores will include matrices items (there will be no need for updated scores). Beginning with the August 2013 test window, all items (including matrices items) on the Algebra II exam for the 2013-14 school year will be included in the student score and school accountability.

Work Keys

ACT WorkKeys is a job skills assessment system designed to measure “real world” skills that employers have identified as crucial to success in today’s work environment. This series of tests measures foundational and soft skills and offers specialized assessments to target institutional needs. ACT WorkKeys is one of two measures that can be given to students to meet the Career Ready Academic portion of College and Career Readiness (CCR). Students must take three (Applied Math, Locating Information, and Reading for Information) WorkKeys tests and receive a Silver level or higher (a minimum scaled score of four points) on each of the three tests to meet the benchmark set for WorkKeys and earn a National Career Readiness Certificate (NCRC).

The following resources are located on the KDE WorkKeys webpage
<http://education.ky.gov/CTE/cter/Pages/WorkKeys.aspx>:

- [PowerPoint Trainings: \(Pre-Test Procedures, Test Day Procedures and Post-Test Procedures\)](#)
These PowerPoints provide information for WorkKeys pre-test, testing day, and post-test procedures.
- [ACT WorkKeys Webcast](#)
This webcast provides an overview of WorkKeys assessments, explains how to identify eligible students, identifies roles and discusses costs and security procedures.
- [WorkKeys Preparation and Test-Taking Strategies](#)
This PowerPoint walks schools through the steps of the WorkKeys assessment and gives advice and tips to help prepare for giving the assessment.
- [WorkKeys Test Order Forms and Documents:](#)
Forms to order the WorkKeys tests and WorkKeys Supervisor’s Manual 2012-2013 are on this webpage.

For further information regarding WorkKeys, please contact Angie Fischer at (502) 564-3238 or angie.fischer@education.ky.gov.

Lexile and Text Complexity Information for Schools and Districts

Teachers across the state frequently contact KDE for support in making text selections for classroom instruction. Some misconceptions about and misapplication of Lexile levels seems to be occurring. Teachers report that they are being required to select only texts that have a Lexile range within the grade level they teach. **Quantitative** measures, such as Lexile, are one consideration when selecting appropriate texts; however, two additional “legs” of the text complexity triangle should be used when making decisions about text appropriateness for students. The other considerations are **qualitative measures** and **reader and task considerations**. Those are best left to the discretion and judgment of classroom teachers. Additionally, Appendix A of the *Common Core State Standards* has been updated to include other quantitative measures of texts that can be considered in making determinations of reading levels.

KDE has a webpage of [text complexity resources](#) dedicated to this topic. These resources include rubrics for qualitative and reader and task considerations; sample text placemats showing recommended placements of texts based on all three legs of the text complexity triangle; webinars on text complexity; and newsletter and magazine articles on the topic. KDE also recommends reviewing the *Common Core State Standards* for information and recommendations related to text complexity.

Professional Growth and Effectiveness System (PGES) Update

CIITS Educator Development Suite (EDS)

Starting in April, educators will have new functionality in the Continuous Instructional Improvement Development System (CIITS). A new Educator Development tab that provides access to the Educator Development Suite (EDS) will be added to the blue ribbon at the top of the home page. EDS will serve as the technology platform for the Professional Growth and Effectiveness System (PGES). During the 2013-14 statewide PGES pilot, educators will use EDS to:

- record classroom observations
- access the *Kentucky Framework for Teaching* for self-reflection and to develop professional growth plans
- access professional learning resources aligned to the *Kentucky Framework for Teaching*
- view student survey results

EDS provides a holistic approach that guides professional growth and serves as a catalyst for increasing effectiveness and student achievement.

EDS brings together effectiveness data that will inform professional growth plans for educators at all levels. Through EDS, educators will be able to individualize professional learning based on need; search a catalog of professional learning resources including PD 360, and state and local activities; register for activities; and maintain a record of their own professional learning.

Live Lync Online Sessions to Support Teacher Professional Growth and Effectiveness System Implementation

Starting in April, Kentucky educators will be able to participate via Lync Online to learn more about the Teacher Professional Growth and Effectiveness System (TPGES). Lync Online is an online or digital meeting tool that will help us break down barriers of travel time and expenses.

The sessions will cover all the basics of the TPGES and provide a deeper understanding of the multiple measures of the system. Sessions also will allow for interactive participation and opportunities to ask questions. Follow-up sessions will be scheduled regularly to provide another venue for asking clarifying questions and interacting with other districts.

The Lync sessions are designed to be useful to both educators who are just beginning to understand the TPGES as well as to give those already involved the opportunity to deepen their understanding before next year's statewide pilot.

Educators can sign up for the Lync sessions via PD Planner in EDS located in CIITS beginning in April. To participate through Lync Online, you will need Web access, a Web camera, microphone and speakers (or you may prefer to use a headset with microphone).

Further instructions on how to install the Lync Online tool will be sent out with the meeting information. However, you may wish to contact your school or district technology leadership team for assistance, and begin practicing using the tool prior to the scheduled events.

Accessing Professional Learning Opportunities/Resources in PD 360

Video support of the *Kentucky Framework for Teaching* based on the *Danielson Framework for Teaching* is available to all educators in Kentucky through CIITS and PD360 resources. Teachers and leaders can access multiple videos aligned to each component of the framework. Support for topics such as differentiated instruction, higher-order questioning, classroom climate, exceptional learners and instructional leadership is available.

To view these resources, access PD 360 from CIITS and click on "Focus." On the applications bar, click "State/Province" on the gray bar below the applications, and topics are listed under the heading "Kentucky" (graphic provided in attachment).

Additionally, several recorded webinars on how to best use all the applications located in PD360 are available for Kentucky leaders. These recordings can be found on the "PD/Videos" application link, just below the videos library.

Kentucky Teacher Stories on PGES

Kentucky Teacher is highlighting the PGES initiative with feature stories on the experiences of teachers and principals within the field test. Stories provide readers with an overview of the entire system as well as an in-depth look at how Kentucky educators are implementing specific measures. All of the stories in the series can be found on the *Kentucky Teacher* [website](#). You can easily locate these stories by entering, "PGES Series" in the search box. If you would like to share your PGES story, contact [Matthew Tungate](mailto:matthew.tungate@education.ky.gov) at matthew.tungate@education.ky.gov.

PGES Monthly Webcast

The March webcast on the Educator Development Suite (EDS) aired March 21. It highlighted new functions and features of EDS and how various components of the Professional Growth and Effectiveness System are being developed within the Continuous Instructional Improvement Technology System (CIITS). Teachers will use EDS during the statewide pilot to implement PGES to reduce paperwork and increase efficiency. More information on archived webcasts can be found on the right side of the [PGES Field Test](#) webpage.

Peer Observer Training Module

KET network is collaborating with the Kentucky Department of Education to develop a training module for peer observers. This module is designed to provide background, information, practice and assessment in the skills required to become an effective peer observer who participates in explicit, formative, dialogic feedback with the observed teacher. The release date for the module is slated for July 1. Once released, personnel will sign up for this professional learning opportunity through the EDS.

Upcoming Events

Number Sense and Algebraic Thinking Online Professional Learning Experience

Join math teachers from across the state in an interactive learning experience focusing on number sense and algebraic thinking for grades K-2. Participants will be actively engaged with research-based strategies and rich mathematical tasks.

Participant outcomes:

- develop a conceptual understanding of the Common Core content in Number and Operation in Base Ten and Operations and Algebraic Thinking, grade K-2, with a focus on number sense, place value and strategies in addition and subtraction
- develop an awareness of the Standards for Mathematical Practice and their connection to conceptual teaching and learning

This six-hour online professional learning experience will be offered in three two-hour sessions. When signing up, please make sure you are available for all three dates.

Dates and Times: June 6 1-3 p.m. EDT
 June 7 1-3 p.m. EDT
 June 20 1-3 p.m. EDT

To maximize this learning experience, signing up with a vertical team (K, 1 and 2) is recommended.

Click [here](#) to register.

Please contact [Tim Sears](#) at tim.sears@education.ky.gov or [Krista Hall](#) at krista.hall2@education.ky.gov with any questions.

Education Matters on Early Childhood Learning and Kindergarten Readiness

The season finale of KET's *Education Matters* series will focus on early childhood learning and kindergarten readiness. The program will include a panel of early childhood experts discussing these issues. The program, *Kindergarten Readiness*, will air Monday evening, May 6, and then will stream on the KET website at www.ket.org/educationmatters and can be viewed on iTunes U.

Let's TALK: Conversations about Effective Teaching Conference June 19-21 in Louisville

Presentation proposals now are being accepted for Let's TALK: Conversations about Effective Teaching, a conference by, for and about teachers. The conference is designed to inform participants about effective models of implementing the Kentucky Core Academic Standards and improving teaching through the new Professional Growth and Effectiveness System (PGES).

The conference is sponsored by the Kentucky Education Association, the Kentucky Department of Education and the Prichard Committee for Academic Excellence.

Summer Reading

In 2012, Kentucky had the highest participation rate of any state in the Summer Reading Challenge. Summer Reading programs at Kentucky public libraries provide a wonderful opportunity for students to maintain reading skills. Again this year, Kentucky's public libraries are partnering with the Kentucky Department of Education to provide tools to assist in summer reading selections.

Teachers and parents are encouraged to help children use Find a Book, Kentucky (<http://lexile.com/fab/ky>) to build personal summer reading lists for summer reading and then locate their selections at a school or public library or at a local bookstore. Find a Book, Kentucky uses the widely-adopted Lexile measure to match a reader with books that will provide the right level of challenge to support reading growth. School and public librarians are ready to assist children and their parents as they make summer reading selections.

For more information about specific activities, contests and reading events for the Summer Reading Program in your county, contact your local public library (<http://kdla.ky.gov/librarians/Pages/LibraryDirectory.aspx>). Download the Parent Flyer for more information about The Lexile Framework for Reading and "[Find a Book, Kentucky](#)."

Find a Book Mobile App Now Available

Find a Book is the ultimate book search tool for educators, parents, librarians and students to download on their Android mobile phone. Brought to you by MetaMetrics, the developer of the widely adopted Lexile Framework for Reading, Find a Book mobile beta allows you to search for books based on reading ability (Lexile level), personal interests, keywords and more.

With Find a Book you can:

- match yourself, your child or student to the books of best fit based on reading ability (Lexile measure) and personal interests
- allow a user without a Lexile measure to search for books by estimating his or her Lexile measure based on comfort with grade-level materials
- search for books using a quick keyword search
- browse through the entire Lexile titles database
- view a book detail page containing bibliographical and summary information for every title
- check the availability of books in your public library by accessing the Online Computer Library Center's (OCLC) database of more than 125,000 titles in WorldCat
- map directions to the closest library with your book selection(s)
- buy your book selection(s) with a Barnes & Noble quick link
- log in with your Lexile account

- store books for offline viewing

Download the app [here](#).

Announcements

AP test grant information: The U.S. Department of Education has announced that it will provide funding to reduce the cost of AP exams for low-income students. Due to budget cuts, this federal grant will allow the state to provide funding to cover **all but \$10 per exam**.

Below is a breakdown of the AP Exam fee for low-income students in 2013:

Cost Component	Amount Per Exam
Student Contribution	\$10
Federal Subsidy	\$45
College Board Fee Reduction	\$26
College Board Exam Rebate (waived for low-income students)	\$8
Total Exam Fee	\$89

Final AP Exam fee for qualifying students: \$10

A student is eligible for the AP Exam fee waiver if the he or she qualifies for free or reduced lunch AND was enrolled in the AP class for the 2012-2013 school year.

What the school must do:

- Fill in the "Option 1" oval on qualifying students' AP Exam answer sheets.
- When generating your invoice online, enter the total number of exams (not students) that qualify for the fee reduction.
- Maintain a list of students who qualify for the AP Exam fee waiver; record each individual exam that the student is taking. Ensure that each student is eligible for free or reduced lunch, and was enrolled in the corresponding AP class(es). This list must be kept on file in the event that KDE would be audited.
- Complete the **attached** form verifying each of the items. Then provide electronic signatures of the AP coordinator and principal of the school. E-mail this form to Amy Patterson at amy.patterson@education.ky.gov by June 30, 2013.
- All public high schools in Kentucky will collect **NO MORE THAN \$10** in AP Exam fees for each exam from students qualifying for the College Board fee reduction. The AP coordinator must submit a form (**attached**) signed electronically by the AP coordinator and principal. The College Board will bill KDE directly for qualifying students' AP Exam fees.

- For more information, contact Amy Patterson, Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601; amy.patterson@education.ky.gov; or (502) 564-4970, ext. 4513.

Seeking New Textbook Commission Members

Applications are being accepted for members of the State Textbook Commission. Each member has a four-year term. A parent/lay member and teacher are needed for this coming year. If interested or know of those who may be interested, please use or forward this [application](#).

Resources

Top Ten Apps for Teaching and Learning

Connected Educators Article

A recent article shared by [Edutopia](#) talks about the need for more connected educators and lists the top ten tips.

Alliance for Excellent Education Webinars

A short description of upcoming Alliance for Excellent Education webinars is below, followed by additional information and RSVP details for each. Please note that you will need to register for each webinar in which you intend to participate, i.e., you will need to complete five registration forms if you intend to participate in all five webinars.

Please direct questions concerning any of these webinars to alliance@all4ed.org.

Archived:

- **Wednesday, March 20: *Perspectives on the Future of Teacher Preparation in the Digital Age, Part II***. This webinar will highlight promising developments in remodeling teacher education and explore the challenges in making lasting, systemic change.
- **Wednesday, March 27: *Assessments of Deeper Learning: The Costs and the Benefits***. This webinar will explore findings from a new study from the Center for Opportunity Policy in Education (SCOPE) at Stanford University that provides data on what states and districts spend on tests, showing that education systems spend more than is commonly believed. It also will offer options for reducing costs for high-quality assessments.
- **Wednesday, April 3: *Identifying Effective Strategies in Urban School Systems***. Webinar panelists will discuss high-priority problems of practice – the need to develop and sustain a high-quality teaching force and improve the educational outcomes for low-performing and diverse students. They also will discuss practice-based studies on these issues that offer potential solutions and policy options to meet these common challenges.
- **Thursday, April 11: *Planning for Progress in Digital Learning: Introduction to Data and Assessment***. This [Project 24](#) webinar will examine the use of data and assessment for digital learning from the perspectives of a superintendent, chief technology officer, principal, and educator.

Coming Up:

- **Thursday, April 25: *Planning for Progress in Digital Learning: Introduction to Academic***

Supports: This [Project 24](#) webinar will explore both the formal academic support structures within the school day and the informal structures that may extend learning beyond the typical school day on school grounds or beyond into the home and community.

The Learning in Afterschool Project

The Learning in Afterschool Project promotes five core learning principles that should define afterschool programs. These learning principles are strongly supported by recent brain research, afterschool research and the growing science of learning. They also are well aligned with the 21st century learning skills and workforce skills that young people will need to succeed in the years ahead, as well as efforts to increase young people's interest in science, technology, engineering and math (STEM). Each of the learning principles support each other and provides an important framework for afterschool programming. Further, there are many exemplar afterschool programs that strongly draw upon and demonstrate the Learning in Afterschool principles. An explanation of the five principles is [attached](#).

Culture Shift

The May 2012 publication for Alliance for Excellence in Education discusses teaching in a learner-centered environment using digital technology.

Achieve Publications

Achieve publishes national and state reports as well as policy briefs, surveys and white papers that focus on preparing all students for college and careers. All of these publications are available to the public for free in PDF format.

KDE Newsstand

See the various newsletters produced by the Kentucky Department of Education and targeted toward specific audiences.